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ABSTRACT

This planning document for the University and Community College System of Nevada (UCCSN) presents a vision for the future of the system from 1995 to 1999. Chapter 1 provides introductory comments on the UCCSN and the planning process, while chapter 2 presents the following information: (1) a discussion of the UCCSN Mission Statement, which includes objectives to meet the system's three-fold function of providing undergraduate and graduate programs of instruction; undertaking programs of basic and applied research which complement the instructional programs; and public service for Nevada citizens; (2) 11 strategic directions calling for enhanced academic planning efforts, quality in undergraduate education, development of graduate programs, enhanced access and retention, diversity within the student body and faculty, improved internal and external collaboration, greater involvement in economic development, accountability, enhancing education's role in building common values, promoting applied research, and ensuring the best use of resources; (3) information on campus mission statements; and (4) campus academic plans for the UCCSN's four community colleges, two universities, and Desert Research Institute, describing academic priorities and programmatic trends for each campus between 1995 and 1997. Chapter 3 provides outcomes for the past 10 years on the performance indicators of access, quality, productivity, and economic impact. Finally, chapter 4 presents the UCCSN biennial budget request for 1995-97, amounting to a total of $768,386,526, while chapter 5 offers concluding comments on the importance of effective long-range planning. Mission statements for each campus and the system as a whole and an index of program offerings are appended. (KP)

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ED 377 920

# UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA

# PLANNING REPORT 1995-1999

UCCSN

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# *CHAPTER ONE*

# *AN INVESTMENT FOR THE FUTURE*

# *AN INVESTMENT FOR THE FUTURE*

Nevadans can take great pride in the development and advancement of their colleges and universities.

Like many frontier Western states, Nevada struggled over a century ago to establish a foundation for higher education. But the people of Nevada made early investments in higher education; investments which enabled their sons and daughters to advance their learning beyond the secondary level. Although these investments reaped dividends for individuals and for the state, higher education in Nevada remained a relatively small enterprise for many years owing to the state's sparse population and rural nature.

As recently as forty years ago, Nevada higher education consisted of one small state university in Reno with a small branch in Las Vegas. Together, they served 4,100 students, primarily at the undergraduate level. Research activities and outreach throughout the state were both very modest. But as Nevada began to develop and grow, its higher education system mirrored the state's advances.

Today, the University and Community College System of Nevada (UCCSN) is a dynamic, growing activity. It encompasses four comprehensive community colleges, two universities offering a wide array of undergraduate and graduate academic programs and performing research in a variety of areas, and a research institute of international repute. The system's instructional, research, and public services stretch from Laughlin in the south to McDermitt in the north, and from Incline Village in the west to Ely in the east.

On the national level, the UCCSN is recognized as one of the fastest-growing state higher education systems in the country. Over the past ten years its enrollment has grown sixty-two percent. It is projected to grow an estimated additional thirty-five percent from its current level of nearly 66,000 students to a total of approximately 90,000 students by the start of the twenty-first century. Since 1987, its annual research activities sponsored by outside agencies have grown from $46.8 million to $103.8 million, a 122% increase. It extends services to the public through a variety of activities, ranging from a medical school to agricultural research and extension; from speech and hearing clinics for the young to gerontology programs for the elderly; from courses offered in rural areas to place-bound citizens via interactive television to connections to the information superhighway for local public libraries through Internet. Truly, the relatively small investment by the people of Nevada over a century ago and in the intervening years pays very large dividends in the lives of today's citizens.

Nevada is emerging from a period of reduced economic growth during the early 1990's. Understandably, the UCCSN was

unable to maintain its rapid pace of growth given the state's limited resources during this period. But as the state's economic prospects brighten, so too must it reconsider reaffirming its historic commitment to investing in the future of the state through higher education.

Our nation and our state stand on the edge of new emerging revolutions: revolutions in information, technology, communications, and the economic world in which they function. We cannot afford to ignore the implications these revolutions hold for our society and for those who will need to be educated to lead productive lives. Like the early pioneers who settled Nevada and made the early small investments in its struggling university, we must also invest in the education of our people if they and our state are to continue to prosper. Such an investment will surely continue to pay large dividends in the lives of Nevada's people and in the advancement of Nevada society.

# *CHAPTER TWO*

# *PLANNING FOR THE FUTURE*

# *PLANNING FOR THE FUTURE*

An investment for the future requires careful planning. The Board of Regents has placed a high priority on comprehensive planning within the UCCSN. Over the next decade, higher education faces many opportunities and challenges. Student enrollment in Nevada's colleges and universities is projected to continue growing as increasing numbers of high school graduates seek postsecondary education opportunities. In addition to these more "traditional" students, large numbers of adult students are projected to seek job training and retraining at Nevada's community colleges. Unfortunately, recent state revenues dedicated to higher education have not been able to keep pace with enrollment increases and projected demand. Planning for this projected growth is necessary if the UCCSN is to meet the demands of the future with limited resources.

The Board of Regents has developed a long-term strategic planning process to meet both the short-term and long-term needs of the state. The process includes the development and adoption of a System Mission Statement, UCCSN Strategic Directions, Campus Mission Statements, Campus Academic Plans, an annual Agenda for Action, and the UCCSN Biennial Budget Request.

*UCCSN MISSION STATEMENT*

The mission of the University and Community College System of Nevada is to provide higher education services to the citizens of the state at a high level of quality consistent with the state's resources. The system, established by the state constitution, is charged with the following functions:

- To provide programs of instruction at the undergraduate and graduate levels.
- To sponsor and undertake programs of basic and applied research which complement the programs of instruction and which contribute to the fullest realization of the state's potential.
- To sponsor and conduct programs of public service for the citizens of the state.

The UCCSN Board of Regents has adopted a comprehensive mission statement (Appendices) and objectives to accomplish the mission.

In order to provide higher education services to the citizens of Nevada, the campuses of the UCCSN are engaged in

acquiring, transmitting, and preserving knowledge. The system is responsible for developing and supporting various programs of instruction at undergraduate, graduate, and professional levels. The system is also responsible for ensuring that these instructional programs are maintained at a high level of quality and that a continued quest for academic excellence is maintained. The UCCSN must also ensure that these high quality instructional programs are provided at an affordable cost, so that all citizens who can benefit from participation in higher education have a realistic opportunity to do so.

In addition to programs of instruction, complementary programs of both basic and applied research and scholarship are the responsibility of the UCCSN. The colleges, the universities and the Desert Research Institute, through scholarship and research, participate in the creation and acquisition of new knowledge and therefore contribute to the cultural, economic, and social development of both Nevada and the nation.

Finally, the system endeavors to assist the state of Nevada in providing an educated and technically skilled citizenry for public service and the general welfare, to contribute toward an educated and trained work force for industry and commerce, and to facilitate the individual quest of Nevada's citizens for personal fulfillment. The system meets this segment of its mission by providing high quality instructional programs, complementary programs of basic and applied research, as well as sponsoring and conducting continuing programs of public service for the citizens of the state.

## *UCCSN STRATEGIC DIRECTIONS*

Decisions regarding higher education in Nevada must be based on a shared vision and common directions to secure that vision if we are to meet challenges and opportunities and provide a quality educational experience. The Board of Regents, the chancellor, and the campuses of the UCCSN have worked together to meet this challenge and have developed eleven strategic directions that shape the vision for higher education and that will guide future decisions and actions.

These directions build upon the interdependence of the community colleges, universities, and Desert Research Institute, and are integrated into campus planning documents and the system budget request. The system *Strategic Directions* are also the benchmark against which we measure our progress and success.

The eleven strategic directions are as follows:

***The UCCSN will enhance academic planning and integrate planning and budgeting efforts systemwide.***

The system and the campuses continue to enhance their planning efforts, carefully

linking planning to budget efforts, monitoring progress, and setting priorities for action.

***The UCCSN will emphasize undergraduate education and enhance the quality of undergraduate education.***

Recognizing the importance of undergraduate education, the system and the campuses continue to review curriculum, faculty productivity and faculty rewards, assess alternative modes of delivery, and assess the student services available to support and enhance efforts in undergraduate education.

***The UCCSN will selectively develop graduate education systemwide that serves the needs of Nevadans.***

Recognizing that Nevada's two universities are the only providers of graduate programs in the state, the system continues to develop graduate programs that match community and state needs and that complement current undergraduate and graduate programs.

***The UCCSN will strive to enhance access to and retention in public postsecondary education.***

The system and campuses, through enhanced efforts in telecommunications, financial assistance, articulation of programs, and appropriate levels of tuition and fees, strive to increase college-going rates and retention of students in our institutions.

***The UCCSN will recognize and reflect the diversity of society within its institutions.***

Recognizing the changing demographics of the state and the nation, the UCCSN has placed a high priority on encouraging access to higher education for underrepresented groups, enhancing the diversity of the student body and the faculty of the system, encouraging programs that promote multiculturalism, and promoting climates that support women and minorities.

***The UCCSN will emphasize and enhance collaborative programs within the system and between the system and other institutions and agencies.***

The UCCSN continues to explore and develop collaborative activities with the K-12 educational system, with business and industry, with the communities that are served by our campuses, and between institutions within the system.

***The UCCSN will provide a leadership role to promote economic health and growth of the state through its educational, research, and service efforts.***

As the primary provider of post-secondary education and training programs in Nevada, the UCCSN continues to work with business and industry leaders to build joint programs, to identify work force

training needs, and to assist in the creation of an environment that is healthy for future economic growth and diversity.

***The UCCSN will continue its commitment to evaluation and assessment to ensure accountability to the citizens of Nevada.***

The UCCSN continues to expand and improve its efforts to remain accountable to the citizens of the state through program review, assessment of outcomes, and expansion of an information system.

***The UCCSN will recognize the importance of higher education in building common societal values and ethics, and will seek ways to promote and enhance this role.***

The campuses of the UCCSN continue to explore ways to develop undergraduate curricula and co-curricular programs that assist students in acquiring an understanding of and responsibility regarding social ethics, values, and democratic responsibilities.

***The UCCSN will promote both basic and applied research that will meet the needs of the state, region, and nation.***

By encouraging strong relationships among teaching and research, and by articulating the value of research to both the student and the state, the UCCSN will continue to sponsor and undertake programs of basic and applied research which complement the programs of instruction on the campuses and which help to meet the needs of the state, region, and nation.

***The UCCSN will strive to obtain additional resources and also to provide resource reallocation adequate to accomplish its plans and ensure that the resources are utilized to provide a maximum return on investment.***

A major challenge to the UCCSN and the state will be the ability to provide the resources that are necessary to accomplish our goals. The UCCSN budget outlines the priority needs for the system over the next biennium and is a presentation to the legislature of our vision of what we aspire to be and become. The UCCSN Board of Regents continues to engage in careful planning and oversight to ensure that resources are utilized to provide a maximum return on investment.

## *AGENDA FOR ACTION*

The UCCSN Agenda for Action is part of the system strategic planning process and is a product of the Board's *Strategic Directions*. The Agenda is intended to provide a focus for system activity during each year and is set annually. The 1994-95 Agenda contains seven items that are considered high priority within the system. Studies will be initiated on the following topics this year:

- The role of part-time faculty throughout the system
- Nontraditional instructional delivery systems including distance education
- The adequacy of student support services
- The impact of the UCCSN on the economic health and quality of life in Nevada
- The graduate student experience

- The adequacy of financial aid opportunities within the UCCSN

- The adequacy of computing and computing technology for planning, administrative, academic, and research purposes.

Recommendations for Board action will be made following completion of the studies.

### *CAMPUS MISSION STATEMENTS*

Mission statements have been adopted by the Board of Regents for the seven institutions and are contained in the Appendices. Nevada's community colleges concentrate on six primary roles which will enable them to provide superior, student-centered educational opportunities for the citizens of the state within the designated service areas of each college. The community colleges provide university transfer programs, applied science and technology programs, business and industry partnering programs, developmental education programs, community service programs, and student support service programs. The two universities focus on their commitment to excellence in teaching, scholarly research, and public service. The Desert Research Institute focuses on its role as an environmental research organization which conducts basic and applied research at state, national, and international levels.

### *CAMPUS ACADEMIC PLANS*

In spring 1994, the Board of Regents approved updated academic master planning documents for each of the seven institutions. The academic priorities described in these plans reflect the *UCCSN Strategic Directions*, and are linked to the current biennial budget request for the system.

All of the campuses are attempting to address the problems associated with the reduction in funding over the past several years. Despite the current need, a number of new academic program proposals which have been under consideration for some time have had to be downsized or postponed.

In a renewed effort to address the needs of students at all levels, partnerships among high schools, community colleges and universities are expanding. All four community colleges are participating in a variety of tech-prep agreements with local school districts, and transfer centers which are designed to facilitate the transfer of students within the system are now a reality. The Desert Research Institute is continuing to develop joint teaching and research ventures with both the universities and community colleges. As well, cooperative efforts are occurring among the campuses and DRI through the expansion of the electronic delivery of distance education.

The review of existing academic programs is conducted on a regular cycle by each institution to ensure academic quality, and to determine if need, student demand, and available resources support their continuation. Over 75 programs have been reviewed over the past two years. Efforts by the institutions to strengthen the review process are ongoing, and have included productive meetings between the two universities to ensure that their professional programs are complementary.

**Community College of Southern Nevada**

The Community College of Southern Nevada anticipates that the population of its service area will exceed one million people during the planning period. CCSN is attempting to serve the needs of this diverse and growing population through its four campus entities including the Cheyenne, Henderson and West Charleston campuses, and the Rural and Urban Centers. However, fiscal restraints are anticipated to be a major problem over the planning period, with unmet demands unprecedented in the history of the college.

Major goals for the college will be to continue efforts in all educational areas outlined in its mission statement. CCSN will also undertake a leading role in assisting the local communities and state with their economic diversification efforts.

An examination of the structure of the curriculum in university transfer programs and general education requirements is being made to ensure the quality of current and future programs. Should resources become available, the college will seriously review the development of new programs which have been under consideration for some time in Business Administration, Dance, Theatre, Education, Pre-Engineering, Science, Mathematics, Gerontology and Human Life-span Development. Plans for new applied science and technology programs include a number of health care programs, which are also contingent upon available resources. Partnering programs with business and industry will continue to address the need for customized training to ensure a competitive work force for the state. Meeting the needs of increasing numbers of under-prepared students by providing the skills necessary for academic success will be equally important. Clearly, increased resources will be required to fulfill CCSN's commitment to high quality education for all.

**Northern Nevada Community College**

Northern Nevada Community College will continue its emphasis on program refinement and efficiency. A primary focus for the college will be the improvement of the delivery and support of instruction at the several satellite sites in the five-county service area. This includes improved textbook sales and other student support services. The addition of two new classroom buildings, one in Ely, the other in Winnemucca, will necessitate review of program curriculum to match the available resources with anticipated community and regional educational needs. Both buildings will require substantial equipment investment so that technical programs can be housed in the new facilities. Currently there are no college-owned facilities with the capability to provide the technical training required in either location.

The college has developed an extensive and effective distance learning capability to allow classes to be taught throughout the service area. For many years, NNCC has produced its own course work on video tape for self-paced instruction. In this last biennium, a compressed video interactive television link with the other schools of the UCCSN has been utilized to link NNCC sites for live instruction, and also to bring upper-division and graduate-level instruction to Winnemucca and Elko from UNR and

UNLV. In cooperation with UNR, a second interactive classroom has recently been constructed in Elko. New buildings in Winnemucca and Ely also contain plans for interactive classrooms. Within the next biennium, there will be daily interactive classes between Elko, Ely, and Winnemucca.

Cooperative relationships with UNR and UNLV as well as other four-year schools within and outside of the state, such as Sierra Nevada College in Incline Village, will be nurtured to "broker" upper-division and graduate courses through an advanced learning center on the Elko campus.

College assessment activities received high marks during the recently completed reaffirmation of accreditation for the College from the Northwest Association of Schools and Colleges. Among these activities is the continuation of local employer surveys of needs and satisfaction with the college graduates they employ. This information is used in our plans for the start-up and shut-down of programs. Based on information of the local economy and economic diversification efforts, the college will continue to find opportunities in presenting programs in Mechanical and Technical Training, Computers, Office Administration, Business Management, Personnel Administration, and Cooperative Education. All of these activities are approached through an effective tech-prep relationship with the area school districts as well as on-going traditional and contract service approaches.

Focused program reviews are in place to assess existing programs which may not be meeting enrollment expectations and employer needs. New areas of possible program development and/or expansion include Education, Criminal Justice, Fire Science, Rural Paramedic Training, Medical Office Assistant, Recreation and Physical Education, and Hazardous Materials Handling.

There will be continued emphasis on the identification and enhancement of "Mantelpiece Programs". These are successful--in some cases award-winning programs--which are targeted to grow to meet or exceed their potential over the two-year planning period. The current programs, all in the technical education area, are Diesel Technology, Electronics Maintenance Technician, and Mill Maintenance (Industrial Maintenance) Technology. In addition, the college will evaluate new areas of interest including expanded Computer Technology, Electronics Instrumentation, and customized pre-employment and post-employment team building for area work forces.

**Truckee Meadows Community College**

The next few years will bring significant change to Truckee Meadows Community College as the school strives to keep pace with the changing community it serves. The college will continue to fulfill its mission of university transfer education, occupational training, community services, and business and industry partnerships. As the Truckee Meadows changes economically and demographically, so must TMCC.

In response to a changing Nevada work force, a number of applied science and technology programs have been flagged as key programs and are now in various stages of development. These include Airframe and Power Plant Mechanics, Broadcast

Communications, Career Pilot Training, Ornamental Horticulture, Water/Wastewater and Hazardous Materials, Occupational Safety and Health, Graphic Communications and Physical Therapy Assistant. Other programs important to the community are under investigation and will be fully developed when budget dollars become available. These include Associate of Arts in Fine Arts, Certified Medical Transcriptionist, Certified Medical Assistant, Theater/Entertainment Technician, and Dietetic Technician. TMCC will continue to seek out the developing occupational needs of the Truckee Meadows and serve those needs to the extent resources allow.

TMCC will also maintain the strong partnerships it has established within the Truckee Meadows and develop new ones as it strives to serve the unique needs of special populations. The school will continue to respond to industry requests for customized on-site training in support of Nevada's economic development efforts. TMCC will also continue to meet the challenge of work force literacy as it strives to serve the needs of non-English speaking workers, the fastest growing population segment in the community. In addition, at least ten occupational tech-prep programs have been articulated between local high schools and TMCC. The School-to-Work Transition Initiative, focusing on programs that prepare students for the work force, will demand a commitment of planning and implementation resources from TMCC over the next few years. Increased articulation and transfer agreements with both secondary and post-secondary education institutions are also planned. When resources allow, university transfer program emphases in Advanced Writing, Women's Studies, Global Literature, Theater, Film, and Music will be developed. These are considered goals for 1998 and beyond.

**Western Nevada Community College**

A top priority for Western Nevada Community College is the construction of new physical facilities. Several counties within the Western Nevada Community College service area have experienced an accelerated growth rate, which is projected to continue through the year 2000, and the lack of adequate community college facilities has created a *de facto* cap on growth. Strategies and objectives presented in WNCC's 1993-95 plan which were not brought to closure, or are ongoing, have been carried over into its 1995-97 plan. However, if the current budget cutbacks remain in effect, the college will not be able to implement these strategies.

In the area of academic programs, available resources will be directed toward expanding current university transfer activities, including the development of new degrees specifically designed to transfer into university bachelors' programs in Environmental Studies, Engineering, Public Administration, and Counseling. The college will focus on improving transfer and articulation with other UCCSN campuses, and support collaborative programs among those institutions.

Applied science and technology programs will be developed to meet the increasing needs of business and industry within the WNCC service area. Consideration will be given to new programs in Agriculture, (Horticulture and Landscaping Occupations, Park and Forestry Service Occupations, and Animal Health

Technician), Environmental Technology (Hazardous Materials Management and Waste Water Management), and Public Service Occupations (Paralegal, Probation, Court Reporter, Public Administration and Hotel/Casino Security). In addition, Trade and Industrial (Construction Trades and Sheet Metal), Nondestructive Testing Technology (Welding and Machine Tool), Dental Technology and Computer Systems Technology will be evaluated. Current instructional offerings will be expanded in these areas, as well as in the Allied Health Program to support the need for qualified personnel. WNCC has also expressed interest in implementing agreements with the universities to articulate applied science and technology programs. Continuation of the development and refinement of 2 + 2 + 2 programs--which link the last two years of high school, two years at the community college and two years at the university--is planned.

**University of Nevada, Las Vegas**

The University of Nevada, Las Vegas plan has been modified to reflect the reduction in funding which has occurred over the past few years. In response to limited state revenues, UNLV has reduced the number of program proposals which it will consider over the planning period. Although a limited number of graduate-level programs has been proposed, emphasis will be placed on lower-cost undergraduate programs. In keeping with a strong commitment to undergraduate education, a majority of the existing resource base will continue to be dedicated to undergraduate needs.

Three bachelors' programs under consideration in the area of the arts are the B.F.A. in Dance, the B.M. in Jazz Studies, and the B.A. in Senior Theatre. These will build on the considerable strength and recognition UNLV has gained in the area of the arts. A thorough review of the undergraduate core curriculum and general education requirements will be initiated over the planning period to ensure their integrity and ability to respond to the changing needs of an educated population.

A master's program in Creative Writing and the expansion of an existing concentration in Engineering to an M.S. in Transportation Engineering are anticipated. Cooperative efforts between faculty at UNLV and UNR are underway to develop a doctoral degree in Geoscience at UNLV. In addition, collaborative programs will be developed where appropriate with UNR, the Desert Research Institute, and other UCCSN units. The reactivation of masters' degrees in Physical Therapy and German, and an Ed.D. in Counseling and Educational Psychology will also be considered over the next three years. In looking ahead, additional program considerations have been identified for the next decade; however, these are contingent upon increased state resources and external funding. UNLV plans to continue its progress in becoming a recognized comprehensive doctoral degree-granting university.

**University of Nevada, Reno**

The long-range goal for the University of Nevada, Reno is to become the best small university in the nation. Major objectives

over the planning period focus on nine major areas of university concern: undergraduate learning; student success; research; graduate studies; outreach; information technologies; diversity; and university relationships with the community, K-12, and UCCSN community colleges. For the 1995-97 biennium UNR will focus its resources on a few high-priority objectives including strengthening the undergraduate core curriculum.

New academic program proposals under consideration during the 1995-97 planning period include several in the environmental field. The B.S. in Environmental Health and Toxicology and the B.S. in Environmental and Natural Resource Sciences (which is a revision of an existing program) are planned. Additionally, several degree programs are being developed at the Ph.D., master's, and undergraduate levels, facilitated by the university Center for Environmental Science and Engineering. These include studies in Policy, Historic and Cultural Ecology, and Environmental Sciences and Health. Based upon UNR's environmental engineering strengths, Metallurgical Chemistry and Civil Engineering will be exploring an Interdisciplinary Ph.D. program.

External funding is being sought to assist in the establishment of a Family Nurse Practitioner Program, the development of which has been encouraged by the community. A Ph.D. program in Biomedical Engineering, which will involve both the School of Medicine and the College of Engineering, and a B.S. in Business Administration with a major in Gaming Management, have recently received approval from the Board of Regents and implementation is anticipated for 1995.

Programs to be undertaken or enhanced in partnership with the Desert Research Institute and the University of Nevada, Las Vegas include masters' and doctoral programs in Quaternary Sciences and Paleoenvironmental Studies, and Remote Sensing and Geographical Information Systems. The combined strengths of the institutions in these areas create a potential for national and international recognition.

**Desert Research Institute**

Among several major themes related directly to the Desert Research Institute's academic goals and future plans, are initiatives to develop additional inter-disciplinary research and education programs with UCCSN campuses. Plans to significantly increase academic involvement with the campuses over the next five years are currently underway.

Although the institute does not grant degrees, DRI faculty teach approximately 25 courses at both the graduate and undergraduate level at Nevada's universities and community colleges, and sponsor graduate research by providing assistantship positions for university students. In addition to the growing number of collaborative research activities which the institute has with the two universities, it is exploring and expanding opportunities for community college internships and joint research projects.

Discussions related to the potential for the establishment of a graduate program in Quaternary Studies which would involve the University of Nevada, Las Vegas; the University of Nevada, Reno; and the Desert Research Institute are underway. In conjunction with UNLV's plans to develop a doctoral program in Geoscience, DRI expects to participate in that program by supporting several students and offering additional specialty courses in the curriculum. As well, faculty from DRI will be involved in UNR's Center for Neotectonic and Quaternary Studies.

Systemwide initiatives in Hydrologic Sciences and remote sensing and Geographical Information Systems are also under consideration.

The resources which DRI has to offer both the universities and community colleges are tremendous, and the continuation of collaborative endeavors will prove to be extremely beneficial to the University and Community College System of Nevada. However, the financial resources required to support DRI involvement will be a critical ingredient in defining the level of future activity.

# *CHAPTER THREE*

# *ACCOUNTABILITY - PERFORMANCE INDICATORS*

# *ACCOUNTABILITY - PERFORMANCE INDICATORS*

In addition to planning for the future, the UCCSN is also committed to evaluating its past performance and using evaluation information to improve future performance. In an effort to remain accountable to the citizens of the state, selected indicators of institutional and program performance will be developed over the next two years and monitored against benchmarks set by the Regents' *Strategic Directions*. In the interim and to assist with the development of performance indicators, a review of trends and preliminary indicators of performance have been established and are reported below.

*ACCESS*

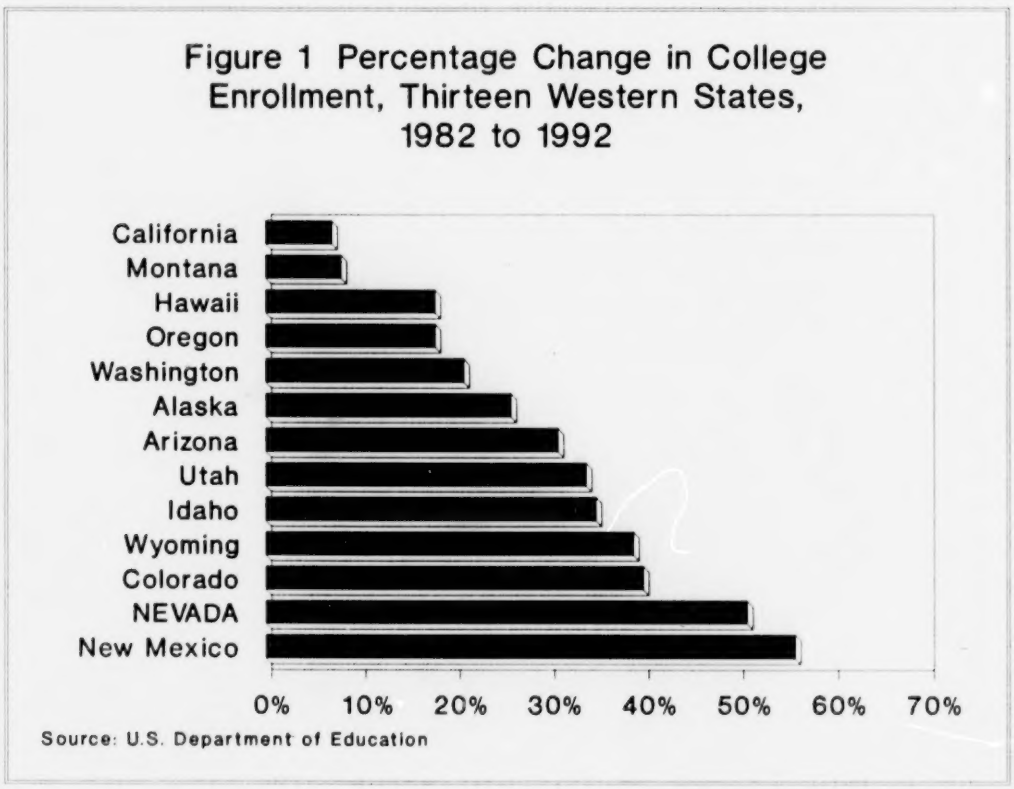
The availability of higher education to all Nevada citizens who seek it is a fundamental goal of the UCCSN. Access to higher education for potential students is impacted by many factors including location, cost, and prior preparation for higher education.

Historically, the UCCSN has performed well in meeting student demand. Over the last ten years:

- State-supported headcount enrollment has increased 62% making Nevada one of the fastest growing states for college enrollments. Only New Mexico has experienced a greater rate of enrollment growth.
- Full-time equivalent enrollment on the campuses of the UCCSN has grown by 69%.
- Enrollment in graduate and professional programs has increased 142% as new and expanded graduate programs have been offered.
- Enrollment of minority students has increased 106% to 10,523 students systemwide. Minority students now comprise 18% of the UCCSN student population reflecting the ability of the UCCSN to reflect the changing demographics of the state.

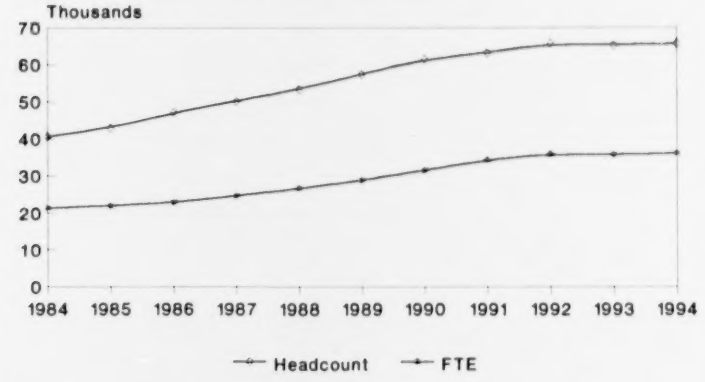
## *ACCESS: UCCSN ENROLLMENTS*

Between 1982 and 1992, college enrollment in Nevada increased by 51%, which made Nevada the second fastest-growing state, not only in the 13 western states, but also in the nation.



Enrollment in UCCSN institutions increased steadily over the past decade, although the rate of growth slowed beginning in 1992. Full-time equivalent enrollments increased by 69% from 1984 to 1994, while state-supported headcount enrollments increased by 62% over the same period. This growth occurred despite budget constraints experienced by the UCCSN. The budget of the UCCSN as a percentage of the State General Fund increased from 18.1% in the 1981-82 biennium to a high of 20% during the 1991-93 biennium, and decreased to 18.3% for the current biennium.

Figure 2 UCCSN Enrollment
FTE & State-Supported Headcount
Fall 1984-Fall 1994•




•University Registrars' First Reports;
Community Colleges as of 10/15

Figure 3 UCCSN Budget as a Percentage
of the State General Fund
1981-83 through 1993-95

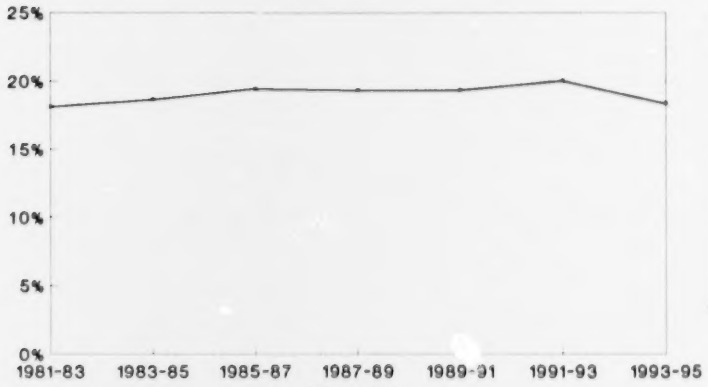


Table 1 University and Community College System of Nevada
Student FTE Enrollments, Fall 1984-Fall 1994

| | 1984 | 1985 | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 10-Year % Change |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Universities* | | | | | | | | | | | | |
| UNLV | 6,958 | 7,381 | 7,773 | 8,593 | 9,624 | 10,835 | 12,141 | 13,106 | 12,944 | 12,885 | 13,211 | 89.9% |
| UNR | 7,207 | 7,068 | 7,159 | 7,497 | 7,743 | 7,772 | 8,299 | 8,821 | 9,212 | 9,155 | 9,392 | 30.3% |
| University Sub-total | 14,165 | 14,449 | 14,932 | 16,090 | 17,367 | 18,607 | 20,440 | 21,927 | 22,156 | 22,040 | 22,603 | 59.6% |
| Community Colleges* | | | | | | | | | | | | |
| CCSN | 3,470 | 3,550 | 3,692 | 4,179 | 4,492 | 5,024 | 5,402 | 6,253 | 7,426 | 7,137 | 7,111 | 104.9% |
| NNCC | 401 | 463 | 466 | 474 | 538 | 590 | 725 | 828 | 933 | 906 | 933 | 132.7% |
| TMCC | 2,296 | 2,387 | 2,566 | 2,627 | 2,883 | 3,036 | 3,283 | 3,515 | 3,718 | 3,726 | 3,594 | 56.5% |
| WNCC | 999 | 1,007 | 1,125 | 1,167 | 1,372 | 1,478 | 1,646 | 1,726 | 1,765 | 1,810 | 1,847 | 84.9% |
| Community College Sub-total | 7,166 | 7,407 | 7,849 | 8,447 | 9,285 | 10,128 | 11,056 | 12,322 | 13,842 | 13,579 | 13,485 | 88.2% |
| SYSTEM TOTAL | 21,331 | 21,856 | 22,781 | 24,537 | 26,652 | 28,735 | 31,496 | 34,249 | 35,998 | 35,619 | 36,088 | 69.2% |

* University Registrar's First Reports; Community Colleges as of 10/15

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Table 2 University and Community College System of Nevada
State-Supported Student Headcount Enrollments
Fall 1984-Fall 1994

| | 1984 | 1985 | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 10-Year % Change |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Universities* | | | | | | | | | | | | |
| UNLV | 10,894 | 11,856 | 12,722 | 13,757 | 14,800 | 16,332 | 18,192 | 19,504 | 19,209 | 19,682 | 20,239 | 85.8% |
| UNR | 9,522 | 9,260 | 9,613 | 9,947 | 10,506 | 10,922 | 11,487 | 11,714 | 11,988 | 12,137 | 12,379 | 30.0% |
| University Sub-total | 20,416 | 21,116 | 22,335 | 23,704 | 25,306 | 27,254 | 29,679 | 31,218 | 31,197 | 31,819 | 32,618 | 59.8% |
| Community Colleges* | | | | | | | | | | | | |
| CCSN | 9,143 | 10,029 | 11,763 | 12,677 | 13,032 | 14,491 | 15,135 | 15,551 | 18,111 | 17,118 | 17,113 | 87.2% |
| NNCC | 1,480 | 1,928 | 1,764 | 1,973 | 1,872 | 2,060 | 2,277 | 2,481 | 2,883 | 2,490 | 2,565 | 73.3% |
| TMCC | 6,422 | 6,493 | 7,390 | 7,889 | 8,538 | 8,675 | 9,211 | 9,116 | 8,938 | 9,041 | 8,707 | 35.6% |
| WNCC | 3,152 | 3,320 | 3,898 | 3,916 | 4,627 | 4,901 | 5,178 | 4,688 | 4,687 | 4,656 | 4,595 | 45.8% |
| Community College Sub-total | 20,197 | 21,770 | 24,815 | 26,455 | 28,069 | 30,127 | 31,801 | 31,836 | 34,619 | 33,305 | 32,980 | 63.3% |
| SYSTEM TOTAL | 40,613 | 42,886 | 47,150 | 50,159 | 53,375 | 57,381 | 61,480 | 63,054 | 65,816 | 65,124 | 65,598 | 61.5% |

* University Registrar's First Reports; Community Colleges as of 10/15

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Growth in student demand is projected to continue into the next decade:

- Nevada leads the nation in the projected increase in the number of high school graduates (71%) through the year 2005.

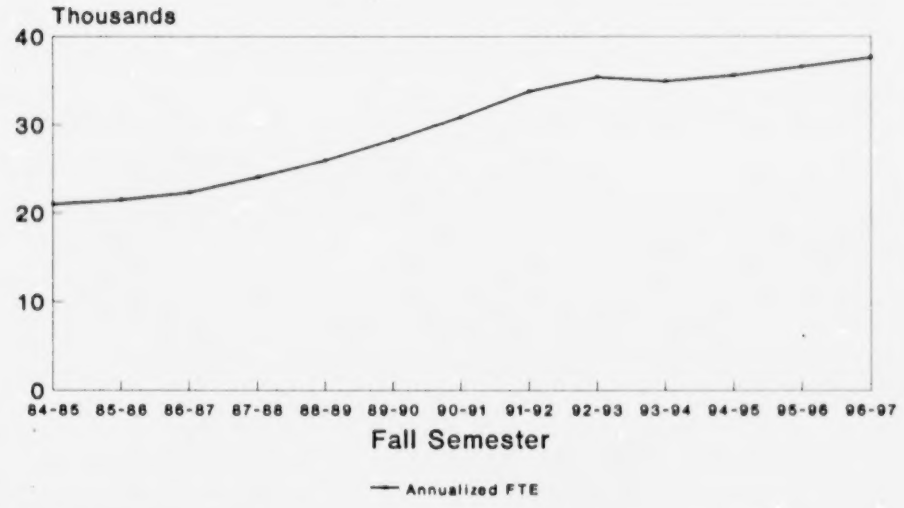
- In addition to this increase in the number of traditional students, increasing numbers of adult students are projected to seek postsecondary education to obtain skills that will be mandatory to obtain and retain jobs in the future. Currently, only 48% of Nevada's adult population (25 years of age or older) has received any college education and only 15% has a four-year college degree.

This projected growth will require increased resources and productivity in order that quality is not compromised.

## *ACCESS: PROJECTED ENROLLMENT GROWTH*

Annualized full-time equivalent enrollments for the UCCSN increased from 1984-85 to 1993-94 and are projected to continue to increase through 1997 despite a small dip in the rate of increase in 1993-94. Projections are based on the number of high school graduates in Nevada as well as the projected number of adult students expected to return for postsecondary education.

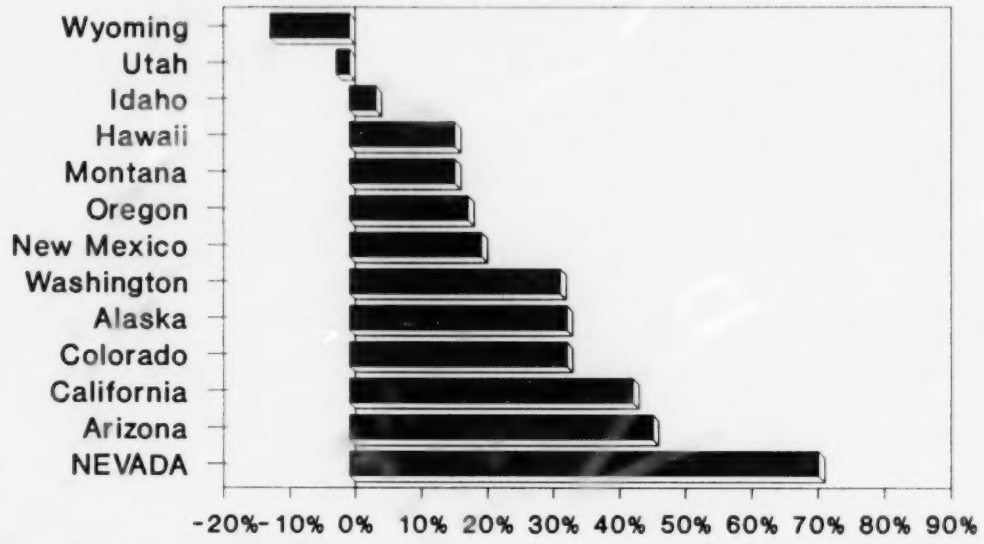
Figure 4 UCCSN
Annualized FTE Enrollments
1984-1985 to 1996-97*




*1984-85 to 1993-94 actual;
1994-95 to 1996-97 projected

Nevada leads the nation in the projected increase in the number of high school graduates between 1994-95 and 2004-05, with a 71% increase over that time period.

## Figure 5 Projected Change in Number of High School Graduates, 1994-95 to 2004-05




Source: Western Interstate Commission for Higher Education (WICHE)

Nevada ranks 21st in the nation and 12th out of the 13 western states for the percentage of state population with some college experience. However, Nevada ranks near the bottom of the nation--at 47th--for the percentage of the population with at least a bachelor's degree. This also places Nevada last among the 13 western states in this category. It is projected that many adults will return to higher education institutions to remain competitive in an ever-changing economy.

Table 3

Percent of Population with Some College*

| Western States | National Rank | Percent |
|---|---|---|
| Utah | 1 | 57.9 |
| Colorado | 2 | 57.9 |
| Alaska | 3 | 57.8 |
| Washington | 4 | 55.8 |
| California | 5 | 53.9 |
| Oregon | 6 | 52.5 |
| Arizona | 7 | 52.5 |
| Hawaii | 9 | 51.3 |
| Wyoming | 13 | 49.9 |
| Idaho | 16 | 49.4 |
| Montana | 20 | 47.5 |
| **NEVADA** | **21** | **47.3** |
| New Mexico | 24 | 46.3 |
| United States | -- | 45.2 |

Percent of Population with a Bachelor's Degree or Higher

| Western States | National Rank | Percent |
|---|---|---|
| Colorado | 4 | 27.0 |
| California | 10 | 23.4 |
| Alaska | 12 | 23.0 |
| Washington | 13 | 22.9 |
| Hawaii | 14 | 22.9 |
| Utah | 15 | 22.2 |
| Oregon | 21 | 20.6 |
| New Mexico | 22 | 20.4 |
| Arizona | 24 | 20.3 |
| Montana | 25 | 19.8 |
| Wyoming | 28 | 18.8 |
| Idaho | 35 | 17.7 |
| NEVADA | 47 | 15.3 |
| United States | -- | 20.3 |

*Figures cover persons 25 years and older.

Source: U.S. Census Bureau, 1990.

## *QUALITY*

While program quality can be difficult to measure, access without quality is an empty promise to students. Academic quality throughout the UCCSN is indicated in the following ways:

- The campuses and the Board of Regents have instituted a review of all academic programs. In 1992, 43 programs were reviewed and in 1993, 33 additional programs were reviewed. Every academic program on every campus will be reviewed at least once every 5 to 10 years.

- All campuses of the UCCSN are fully accredited by the Northwest Association of Schools and Colleges, the regional accrediting agency. Accreditation reviews assess campus quality across several factors. Over 60 individual programs also hold special accreditation.

- The Board requires all campuses to maintain a plan of regular student assessment and to report on the outcomes of those assessments on a biennial basis. Over the next few years, student outcome measures will be monitored and reported.

## *PRODUCTIVITY*

The institutions of the UCCSN continue to monitor productivity in an effort to maximize resources. Productivity performance has increased in several areas:

- The number of degrees conferred to students within the UCCSN increased 61% from 1984-1994. A total of 5,708 degrees were conferred in the 1993-94 school year.

- The number of degrees conferred on minority students increased 105% during this same time period.

- Faculty instructional workloads have been monitored on each campus and are at or exceed national averages for similar institutions. They are also consistent with American Association of University Professors' (AAUP) recommendations.

- In 1994, UCCSN institutions reported $103.8 million in research and sponsored projects. This represents an increase of 122% in these resources since 1987.

## *PRODUCTIVITY: UCCSN DEGREES AWARDED*

The number of degrees conferred throughout the UCCSN increased by 116% from the 1980-81 academic year to the 1993-94 academic year, from 2,638 degrees awarded in 1980-81 to 5,708 degrees awarded in 1993-94.

Table 4 University and Community College System of Nevada
Total Degrees and Certificates Conferred
1980 to 1994

| Institution | Year | Certificates | Associates | Bachelors | Masters | Doctorates | Professional | TOTAL |
|---|---|---|---|---|---|---|---|---|
| UCCSN TOTAL | 1980-81 | 53 | 703 | 1,381 | 431 | 22 | 48 | 2,638 |
| | 1981-82 | 91 | 770 | 1,512 | 469 | 34 | 45 | 2,921 |
| | 1982-83 | 260 | 911 | 1,690 | 431 | 26 | 42 | 3,360 |
| | 1983-84 | 105 | 1,080 | 1,844 | 445 | 29 | 48 | 3,551 |
| | 1984-85 | 124 | 921 | 1,852 | 414 | 31 | 46 | 3,388 |
| | 1985-86 | 118 | 936 | 1,838 | 421 | 28 | 49 | 3,390 |
| | 1986-87 | 113 | 877 | 1,897 | 419 | 32 | 42 | 3,380 |
| | 1987-88 | 98 | 759 | 1,928 | 430 | 33 | 46 | 3,294 |
| | 1988-89 | 137 | 886 | 2,014 | 500 | 35 | 46 | 3,618 |
| | 1989-90 | 137 | 950 | 2,206 | 550 | 40 | 49 | 3,932 |
| | 1990-91 | 168 | 952 | 2,347 | 623 | 37 | 38 | 4,165 |
| | 1991-92 | 236 | 1,098 | 2,649 | 719 | 46 | 44 | 4,792 |
| | 1992-93 | 169 | 1,255 | 2,978 | 870 | 39 | 54 | 5,365 |
| | 1993-94 | 195 | 1,263 | 3,220 | 936 | 55 | 39 | 5,708 |

* Certificates conferred by universities are awarded at the post-baccalaureate and post-master's levels.

Source: Higher Education General Information Survey, "Degrees and Other Formal Awards Conferred," 1981-1986 and Integrated Postsecondary Education Data System "Survey of Degrees Awarded," 1987-1994.

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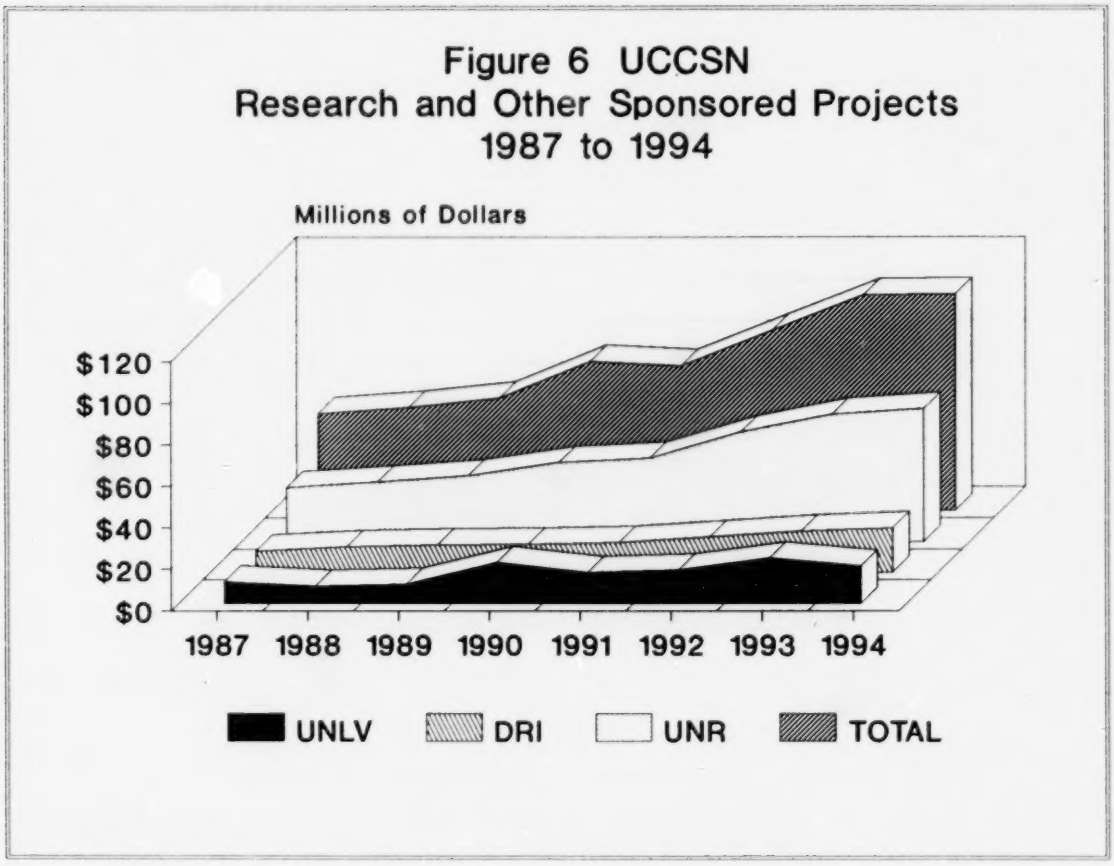
***PRODUCTIVITY: RESEARCH***

Awards for research and other sponsored projects increased systemwide from 1987 to 1994, and currently total $103.8 million, which represent an increase of 122%.



## *ECONOMIC IMPACT*

The UCCSN impacts the state economy in several ways. Using an input-output model, the total statewide economic impact of the UCCSN enterprise has been determined. In addition, the UCCSN annually graduates highly trained professionals critical to the state's economy.

- For every dollar spent by the UCCSN, an additional $0.83 is generated within the state economy.
- The UCCSN direct expenditure of $6.5 million translates into a $1.2 billion economic impact on the state of Nevada.
- Through business and industry partner programs, the UCCSN community colleges and universities provide customized training for area employers.
- Total graduates from UCCSN teacher education programs increased 82% over the last 10 years. Minority graduates from teacher education programs increased 41%.
- Over the same time period, total UCCSN graduates from nursing programs increased 18% and graduates from medical-related programs increased 40%.
- Graduates from engineering programs increased 39% over the last 10 years.

# ERRATA
## UCCSN Planning Report
## 1995-1999

Please note a change to page 25, second bullet of this report. The text should read:

- The UCCSN direct expenditure of $656 million translates into a $1.2 billion economic impact on the state of Nevada.

# *CHAPTER FOUR*

# *THE CASE FOR INVESTMENT IN HIGHER EDUCATION*

# *THE CASE FOR INVESTMENT IN HIGHER EDUCATION*

The system biennial budget request is built on three interrelated factors: student **access** to higher education, increased **quality** of services provided, and **improved accountability** to the student and the state. The factors broadly encompass major strategic directions of the system and are themes which run throughout institutional master plans. It is essential that the state continue its investment if the citizens of the state are to realize the maximum social, economic, and educational benefits.

The total UCCSN 1995-97 biennial budget request for the University and Community College System of Nevada is $768,386,526 and includes three components: a Base budget of $545,698,879, a Program Maintenance budget of $13,872,610 and an Enhancement budget of $208,814,037. (See Tables).

The budget request seeks to restore the **Base budget** through funding of the instructional and support formulas which were suspended in the 1993-95 biennium. The impact of the suspension of the funding of these formulas has been higher costs for students, a reduction in the number of course offerings, lengthened time to graduation for students who cannot get required courses in a timely manner, and postponement of new programs and higher student-faculty ratios which threaten the quality of instruction. This budget request also addresses some of the system's long-range goals in the areas of access, diversity, growth, and accountability.

The **Base budget** reflects the current cost of operations extended through the 1995-97 biennium and is adjusted for known factors such as annualized salaries, merit increases and contractual agreements. The **Program Maintenance budget** request represents the additional costs to continue existing services and programs adjusted by applying parameters approved by the Board of Regents such as inflation factors, federal mandates, occupational study results and utility rate adjustments. The **Enhancement budget** (Table) is comprised of the system's requests, in priority order for new funding. This portion of the budget enables the System to move forward, by providing for growth and future needs such as increased student enrollment, new programs, new faculty, and new equipment.

Following the need to fund the Base budget and the Program Maintenance budget requests, the top priority in the Enhancement budget is to restore full funding of the Instruction Formula using student/faculty ratios which were approved by the 1991 legislature, but suspended in the 1993 session. Funding is also sought for the Support Formula and to restore positions

lost in the 1991-93 budget reductions to non-formula budgets. By funding the Instruction and Support Formulas at approved levels, the *de facto* cap on student enrollment will be lifted and access can be increased.

The second priority of the Enhancement budget addresses the UCCSN's long-term goal of improving the quality of undergraduate and graduate education. Funding is sought to increase the salaries and benefits for full-time faculty, and to increase salaries for part-time faculty at all UCCSN institutions. This will better enable UCCSN campuses to recruit and retain quality faculty.

Priority II also includes a $40 million one-time request from the state's general fund surplus for "state-of-the-art" equipment for classrooms, laboratories, computing, information networking, and distance learning. These funds are essential to the advancement of technological capabilities of the campuses. Students and faculty must have access to current technologies which enable, for example, students in Elko to enroll in courses taught by UNR faculty in Reno, or to conduct graduate-level data analysis on state-of-the-art equipment.

The third request for new funding embodies eight "non-formula" items that address the system's goals in the areas of diversity, growth, and accountability. Support is sought to improve the system's audit program (accountability), establish an Assistant Vice Chancellor for Personnel (diversity), provide additional funding for the University Press, System Computing Services, Community College Business and Industry Programs (economic growth), obtain matching funds for scholarships (student access) and matching funds for the National Science Foundation Experimental Program to Stimulate Competitive Research Program (EPSCoR II) (economic growth).

### *CAPITAL CONSTRUCTION NEEDS*

The Capital Improvement request for the University and Community College System of Nevada for the 1995-97 biennium is presented in Table 8. The request addresses capital priorities derived from institutional master plans and includes: furniture and equipment for two projects approved by the 1993 legislature for the Community College of Southern Nevada, seven new construction projects throughout the system, major renovations and additions at CCSN, NNCC, UNR, and UNLV, and advanced planning and design for new projects to be presented to the 1997 legislature for construction funding.

TABLE 5

University and Community College System of Nevada
1995-97 UCCSN Biennial Budget Request

Allocation of Resources by Appropriation Area

| Appropriation Area | 1993-94 Operating Budget $ | 1994-95 Operating Budget $ | 1995-96 Base Request $ | 1995-96 Maintenance Request $ | 1995-96 Enhancement Request $ | 1995-96 Total Request $ | % of Total |
|---|---|---|---|---|---|---|---|
| System Administration | 1,863,053 | 1,898,106 | 2,079,930 | 8,761 | 688,569 | 2,777,260 | 0.77% |
| UCCSN Special Projects | 2,341,654 | 2,341,654 | 1,732,656 | | 1,691,146 | 3,423,802 | 0.64% |
| System Computing Services | 7,955,269 | 8,098,596 | 8,497,607 | 142,213 | 7,908,180 | 16,548,000 | 3.14% |
| University Press | 488,444 | 498,150 | 511,081 | 8,553 | 190,146 | 709,780 | 0.19% |
| University of Nevada, Reno | 70,525,200 | 71,792,319 | 74,559,405 | 1,902,473 | 33,331,245 | 109,793,123 | 27.59% |
| School of Medicine | 13,008,536 | 13,326,293 | 13,603,137 | 260,357 | 1,924,428 | 15,787,922 | 5.03% |
| Intercollegiate Athletics, UNR | 1,141,320 | 1,160,336 | 1,182,086 | 280,333 | 211,388 | 1,673,807 | 0.44% |
| Statewide Programs, UNR | 3,781,578 | 3,830,976 | 4,052,415 | 479,538 | 1,126,765 | 5,658,718 | 1.50% |
| Agricultural Experiment Station | 5,420,220 | 5,490,579 | 5,659,732 | 64,787 | 901,942 | 6,626,461 | 2.09% |
| Cooperative Extension Service | 5,089,490 | 5,180,166 | 5,478,906 | 173,314 | 904,876 | 6,557,096 | 2.03% |
| Radiation Safety Program - North | 240,369 | 249,879 | 250,597 | 7,361 | 7,727 | 265,685 | 0.09% |
| University of Nevada, Las Vegas | 80,996,597 | 83,074,949 | 86,383,214 | 1,940,048 | 33,935,770 | 122,259,032 | 31.97% |
| Intercollegiate Athletics, UNLV | 1,182,896 | 1,202,181 | 1,240,286 | 1,911 | 175,134 | 1,417,331 | 0.46% |
| Statewide Programs, UNLV | 510,802 | 517,793 | 519,826 | 3,211 | 46,315 | 569,352 | 0.19% |
| Radiation Safety Program - South | 126,393 | 130,833 | 134,050 | 2,317 | 7,563 | 143,930 | 0.05% |
| Community College of So. Nevada | 26,040,725 | 26,542,265 | 26,838,627 | 207,218 | 16,424,252 | 43,470,097 | 9.93% |
| Northern Nevada Community College | 5,028,923 | 5,105,342 | 5,751,708 | 44,085 | 2,690,265 | 8,486,058 | 2.13% |
| Truckee Meadows Community College | 15,172,536 | 15,480,207 | 16,599,134 | 115,153 | 7,834,977 | 24,549,264 | 6.14% |
| Western Nevada Community College | 8,697,027 | 8,866,753 | 9,166,579 | 51,145 | 4,298,735 | 13,516,459 | 3.39% |
| Business Center North | 1,323,828 | 1,351,430 | 1,408,009 | 8,870 | 208,415 | 1,625,294 | 0.52% |
| Business Center South | 1,091,773 | 1,110,174 | 1,149,459 | 2,880 | 184,586 | 1,336,925 | 0.43% |
| National Direct Student Loan | 30,000 | 30,000 | 30,000 | | | 30,000 | 0.01% |
| Desert Research Institute | 2,742,877 | 2,754,037 | 3,394,617 | 45,952 | 2,573,393 | 6,013,962 | 1.26% |
| Total System Budget | 254,799,510 | 260,033,018 | 270,223,061 | 5,750,480 | 117,265,817 | 393,239,358 | 100.00% |

TABLE 6

University and Community College System of Nevada
1995-97 UCCSN Biennial Budget Request

Allocation of Resources by Appropriation Area

| Appropriation Area | 1993-94 Operating Budget $ | 1994-95 Operating Budget $ | 1996-97 Base Request $ | 1996-97 Maintenance Request $ | 1996-97 Enhancement Request $ | 1996-97 Total Request $ | % of Total |
|---|---|---|---|---|---|---|---|
| System Administration | 1,863,053 | 1,898,106 | 2,123,449 | 14,527 | 632,813 | 2,770,789 | 0.77% |
| UCCSN Special Projects | 2,341,654 | 2,341,654 | 1,732,656 | | 1,691,146 | 3,423,802 | 0.63% |
| System Computing Services | 7,955,269 | 8,098,596 | 8,637,788 | 222,150 | 1,375,905 | 10,235,843 | 3.14% |
| University Press | 488,444 | 498,150 | 517,298 | 12,658 | 106,096 | 636,052 | 0.19% |
| University of Nevada, Reno | 70,525,200 | 71,792,319 | 75,584,439 | 2,775,220 | 26,822,695 | 105,182,354 | 27.44% |
| School of Medicine | 13,008,536 | 13,326,293 | 13,862,038 | 332,515 | 2,233,646 | 16,428,199 | 5.03% |
| Intercollegiate Athletics, UNR | 1,141,320 | 1,160,336 | 1,203,910 | 280,333 | 260,031 | 1,744,274 | 0.44% |
| Statewide Programs, UNR | 3,781,578 | 3,830,976 | 4,100,650 | 498,679 | 600,343 | 5,199,672 | 1.49% |
| Agricultural Experiment Station | 5,420,220 | 5,490,579 | 5,733,939 | 94,761 | 880,389 | 6,709,089 | 2.08% |
| Cooperative Extension Service | 5,089,490 | 5,180,166 | 5,570,763 | 191,243 | 934,798 | 6,696,804 | 2.02% |
| Radiation Safety Program - North | 240,369 | 249,879 | 253,694 | 11,914 | 10,889 | 276,497 | 0.09% |
| University of Nevada, Las Vegas | 80,996,597 | 83,074,949 | 88,511,682 | 2,832,521 | 27,482,715 | 118,826,918 | 32.13% |
| Intercollegiate Athletics, UNLV | 1,182,896 | 1,202,181 | 1,261,324 | 3,092 | 226,319 | 1,490,735 | 0.46% |
| Statewide Programs, UNLV | 510,802 | 517,793 | 528,534 | 5,197 | 65,244 | 598,975 | 0.19% |
| Radiation Safety Program - South | 126,393 | 130,833 | 136,694 | 3,749 | 10,655 | 151,098 | 0.05% |
| Community College of So. Nevada | 26,040,725 | 26,542,265 | 27,632,834 | 361,461 | 14,509,481 | 42,503,776 | 10.03% |
| Northern Nevada Community College | 5,028,923 | 5,105,342 | 5,822,050 | 81,474 | 2,287,393 | 8,190,917 | 2.11% |
| Truckee Meadows Community College | 15,172,536 | 15,480,207 | 16,883,147 | 200,371 | 6,148,338 | 23,231,856 | 6.12% |
| Western Nevada Community College | 8,697,027 | 8,866,753 | 9,316,140 | 90,628 | 3,332,221 | 12,738,989 | 3.38% |
| Business Center North | 1,323,828 | 1,351,430 | 1,433,393 | 14,576 | 236,106 | 1,684,075 | 0.52% |
| Business Center South | 1,091,773 | 1,110,174 | 1,174,240 | 4,662 | 221,318 | 1,400,220 | 0.43% |
| National Direct Student Loan | 30,000 | 30,000 | 30,000 | | | 30,000 | 0.01% |
| Desert Research Institute | 2,742,877 | 2,754,037 | 3,425,156 | 90,399 | 1,479,679 | 4,995,234 | 1.24% |
| Total System Budget | 254,799,510 | 260,033,018 | 275,475,818 | 8,122,130 | 91,548,220 | 375,146,168 | 100.00% |

TABLE 7

UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA
1995-97 Biennial Budget Request
Summary of Priority Requests for New Funding

| | Priority I | Priority II | Priority III | Total Requests |
|---|---|---|---|---|
| System Administration | 88,000 | 118,000 | 720,000 | 926,000 |
| University Press | 3,260 | 103,260 | 100,000 | 206,520 |
| Computing Services | 349,096 | 1,349,096 | 900,000 | 2,598,192 |
| So. Regional Data Ctr. | - | 5,700,000 | - | 5,700,000 |
| UNR | 22,630,301 | 25,993,871 | - | 48,624,172 |
| School of Medicine | 1,320,328 | 150,000 | - | 1,470,328 |
| UNR-Statewide | 354,838 | 650,000 | - | 1,004,838 |
| UNR-Ag. Experiment Stn. | 523,144 | 200,000 | - | 723,144 |
| UNR-Coop. Extension Svc. | 462,442 | 175,000 | - | 637,442 |
| UNR-Intercollegiate Ath. | 190,512 | - | - | 190,512 |
| UNLV | 20,235,973 | 25,106,825 | 1,500,000 | 46,842,798 |
| UNLV-Intercollegiate Ath. | 100,000 | - | - | 100,000 |
| CCSN | 14,323,356 | 10,654,909 | 1,645,600 | 26,623,865 |
| TMCC | 5,456,094 | 4,586,077 | 1,175,000 | 11,217,171 |
| WNCC | 2,979,299 | 2,828,031 | 158,524 | 5,965,854 |
| NNCC | 1,810,891 | 1,989,701 | 280,000 | 4,080,592 |
| BCN | 283,768 | 77,438 | - | 361,206 |
| BCS | 173,223 | 98,371 | - | 271,594 |
| DRI | 534,318 | 1,734,318 | 1,218,430 | 3,487,066 |
| Professional Salary Proposal and Merit Pool | - | 44,400,451 | - | 44,400,451 |
| Matching Funds for Improving Student Access | - | - | 1,000,000 | 1,000,000 |
| Matching Funds for EPSCoR II (Estate Tax) | - | - | 2,382,292 | 2,382,292 |
| UCCSN Total | $71,818,843 | $125,915,348 | $11,079,846 | $208,814,037 |

TABLE 8

UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA
1995-97 Capital Improvement Projects
New Construction and Major Renovations

| PRIORITY | UCCSN REQUESTS Estimated Project Cost | UCCSN REQUESTS Cumulative | SPWB RECOMMENDATIONS Estimated Project Cost | SPWB RECOMMENDATIONS Cumulative |
|---|---|---|---|---|
| 1. CCSN Furniture & Equipment | $ 8,000,000 | 8,000,000 | 6,000,000 | 6,000,000 |
| 2. WNCC Phase V (Including Library) | 12,300,000 | 20,300,000 | 14,114,865 | 20,114,865 |
| 3. UNR Education Bldg.[1] | 16,000,000 | 36,300,000 | 16,226,834 | 36,341,699 |
| 4. DRI Northern Science Center | 10,000,000 | 46,300,000 | 11,329,420 | 47,671,119 |
| 5. TMCC Advanced Tech. Center (Phase II)[1] | 12,000,000 | 58,300,000 | 11,884,104 | 59,555,223 |
| 6. NNCC Remodel McMullen & Add Classroom | 2,200,000 | 60,500,000 | 1,607,036 | 61,162,259 |
| 7. CCSN Henderson (Including Library) | 12,000,000 | 72,500,000 | 60,000[2] | 61,222,259 |
| 8. UNLV Library Phase I | 41,000,000 | 113,500,000 | - | |
| 9. Major Renovations & Additions | | | | |
| CCSN - Sahara West Campus | 1,000,000 | 114,500,000 | - | |
| NNCC - Child Center, Adult Basic Area & Pave & Gutter | 600,000 | 115,100,000 | - | |
| UNR Parking Garage | 8,500,000 | 123,600,000 | - | |
| UNLV - Wright Hall | 5,200,000 | 128,800,000 | 35,000[2] | 61,257,259 |
| 10. New Projects For Advance Planning & Design | $2,200,000[3] | $131,000,000 | - | |
| CCSN W. Charleston Center | | | | |
| TMCC Student Services Center | | | | |
| WNCC Phase VI | | | | |
| NNCC B&G and Central Receiving | | | | |
| UNR Chem Lab Addition | | | | |
| UNLV Beam Eng. Addition | | | | |
| DRI Southern Science Center | | | | |

[1]Advance Planned
[2]Advance Planning
[3]Estimated at 3% of total project costs

Note: UCCSN requested $12 million for minor repairs and improvements, $10 million is being recommended. Priorities #1, 7 and 10 are recommended to be funded from the State General Fund. The remaining recommendations would be funded from State G. O. Bonds.

# *CHAPTER FIVE*

# *CONCLUSION*

# *CONCLUSION*

Over the next two biennia, the University and Community College System of Nevada will face both opportunities and challenges. As the state continues to grow, higher education institutions will be asked to play an ever larger role in preparing citizens for the many demands that must be faced in a rapidly changing society. The community colleges and universities will continue to prepare workers for the national and state work force, will provide lifelong learning opportunities, will provide research to enlarge our knowledge base, will enhance the social and cultural fabric of our communities, and through outreach services will assist business and industry, state government, and the K-12 educational system.

The UCCSN is a well planned system and our earlier efforts in establishing a long-term planning process will help us meet the challenges and opportunities of the next decade. Planning will be ever more important in light of the need to:

- cope with a potential growth in demand greater than that facing any other public system of higher education in the country;

- cope with the explosion of technology and all it implies for educating our students, training our faculty and staff, and equipping our campuses;

- restore growth in externally sponsored grants and contracts, bringing federal dollars to the state and supporting high technology research and development; and

- take a larger role in meeting the service needs of the State, as befits a maturing state university and community college system of national stature.

The investment in higher education is a good investment. Nevada's colleges and universities will continue to admit and educate increasing numbers of students as resources permit. Graduates from our engineering, health-related programs, and teacher training programs, for example, provide an increasing corps of trained professionals for the Nevada work force. At the same time, literacy programs and programs to provide basic skills to adult learners provide an avenue to a better job and a better life for many Nevada citizens. The UCCSN remains committed to providing a quality educational program at a reasonable cost to students--and that is a good value for both the state and the students. It is a value worth the investment.

Finally, the members of the UCCSN community will strive to make the system an even better investment. Over the next biennium a comprehensive system of performance indicators will be developed to enhance accountability. Building upon our strategic directions, performance results will be used to improve planning and programs throughout the system.

The basis of our democratic society relies on education and requires that citizens have the opportunity to be educated and literate so that they can participate in a meaningful manner. Likewise, for the society of the twenty-first century to prosper, it will need the contributions of all its citizens. The demands on higher education are large, the expectations great, the consequences of failure disastrous. The University and Community College System of Nevada is prepared to meet the challenges and opportunities.

# *APPENDICES*

## *UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA*

## *MISSION STATEMENT*

*The mission of the University and Community College System of Nevada is to provide higher education services to the citizens of the state at a high level of quality consistent with the state's resources. It accomplishes this mission by acquiring, transmitting, and preserving knowledge. The system endeavors to assist in providing an educated and technically skilled citizenry for public service and the general welfare, to contribute toward an educated and trained work force for industry and commerce, and to facilitate the individual quest for personal fulfillment.*

*The state constitution vests the exclusive governance and administration of the system in the Board of Regents. The Regents govern the system according to the following objectives:*

*To provide affordable public programs of higher education in Nevada to all who can benefit from those programs.*

*To ensure that instructional activities demonstrate a continued quest for academic excellence.*

*To develop and support programs of instruction and complementary programs of basic and applied research and scholarship which together contribute to the cultural, economic, and social development of Nevada and the nation.*

*To sponsor and conduct continuing programs of public service for the citizens of the state.*

*To achieve these objectives, the system seeks sufficient funding from the state and other sources to support programs of high quality. Further, it engages in appropriate planning activities to provide as many educational opportunities in as effective and efficient a manner as possible. To this end, it provides appropriate administration to ensure coordination and accountability.*

## *UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA*

## *COMMUNITY COLLEGE MISSION STATEMENT*

*The mission of Nevada's community colleges, as institutions of the University and Community College System of Nevada, is to provide superior, student-centered educational opportunities for the citizens of the state within the designated service areas of each college. The community colleges subscribe to an open door policy, admitting high school graduates as well as others who have personal developmental needs and who can profit from this educational experience. The specific programs offered by each of the community colleges are responses to the identified needs of the state and, in particular, the communities to be served. The community college mission encompasses a belief that education and training are the chief means of developing human capital for investment in the economic health of the state of Nevada.*

*Each of the educational programs and support services provided through the community colleges is equally important. The colleges provide:*

- *University Transfer Programs*

*The colleges provide a broad range of courses to fulfill the requirements of an associate degree and the first two years of a baccalaureate degree aimed at preparing students for transfer to a four-year college or university.*

- *Applied Science and Technology Programs*

*The colleges provide programs necessary for the development of technical and occupational skills needed for immediate and meaningful employment. Individual courses for maintenance of a job's state of the art skills, semester or one-year certificate programs, as well as two-year associate degrees are available.*

- *Business and Industry Partnering Programs*

*The colleges provide the planning and implementation of programs to be in partnership with the state's economic development effort. Customized training is tailored to meet a given business or industry need and offered at the work site, institute or college site, or any other appropriate location. This program is aimed at maintaining a competitive work force within the state of Nevada.*

- *Developmental Education Programs*

*The colleges provide, with individualized attention and special support programs, developmental education. The program is designed to develop and upgrade skills necessary to successfully compete in college courses. Students are provided an opportunity to acquire, improve and apply basic reading, writing, computational and language skills.*

- *Community Service Programs*

*The colleges provide, through lectures, forums, concerts, plays, exhibits and short-term academic and practical instruction, a lifelong learning process and focus for each community's cultural, intellectual and recreational enrichment. The continuing education opportunity provides the state's citizens the ability to develop and experience a variety of lifetime skills and interests.*

- *Student Support Service Programs*

*The colleges provide a variety of personal support services to students to assist them in becoming more aware of their potential and in planning and achieving their educational goals. Students are provided counseling, academic advisement, placement testing, career planning, job placement and financial assistance.*

*The University and Community College System of Nevada is committed to the support of the diverse and changing communities of the state. The community colleges provide an open academic environment where students of all ages and backgrounds can discover their potential and achieve their life goals.*

## *UNIVERSITY OF NEVADA, LAS VEGAS*

## *MISSION STATEMENT*

*As a publicly-supported, comprehensive, doctoral degree-granting institution, the University of Nevada, Las Vegas shares with other leading universities the mission of generating, transmitting, applying and preserving knowledge. UNLV offers a wide range of excellent baccalaureate, masters' and doctoral programs in the major areas of human knowledge as well as in selected professional areas. The university provides a setting conducive to intellectual development; places emphasis on the core disciplines; dedicates itself to excellent teaching and superior student performance; promotes original and high-quality scholarly research and creative endeavors; and encourages professional public service.*

*The University of Nevada, Las Vegas is located in the major metropolitan area of the state and is committed to serving the citizens of Las Vegas, the state and the region. UNLV seeks to improve the general human condition through policies and practices designed to promote intellectual inquiry, independence of thought, and critical and creative thinking; ethical conduct and a respect for truth; and freedom from ignorance, prejudice and intolerance. The university also strives to promote the understanding of self; the relationship of the individual to society; the appreciation of global conditions, other cultures and other values; and the interdependence of human beings and the natural environment. The university is dedicated to promoting the development of all students to their highest potential in order that each can contribute to the betterment of society. The university's faculty and administrators are dedicated to excellence in education by their commitment to develop student abilities and to assess student performance in quantitative and qualitative analysis, oral and written communication, and artistic expression.*

### *GOALS*

- *To provide excellence in instruction in undergraduate and graduate degree programs in arts, humanities, physical and social sciences and selected professional areas of special importance to the local metropolitan area, the state of Nevada, the Southwestern region of the United States and the nation.*
- *To actively encourage the professional development of faculty members by providing opportunities for the faculty to enhance skills in teaching, research, scholarship and creative activity.*
- *To support instruction, research and creative endeavors by ensuring adequate faculty and staff, laboratory, studio, computer and technical facilities and services, and to support instruction by ensuring adequate general-purpose classrooms, lecture halls, seminar rooms, laboratories and office space.*
- *To ensure that the library facility and its resources are adequate for and conducive to the university's evolving educational mission.*
- *To provide a campus environment that is safe and enriching, and that serves the developmental needs of all students, through an extensive program of student services and academic advising.*
- *To require a high level of scholarship, ethical standards and academic honesty on the part of faculty, staff, students and administrators.*

- *To make special efforts to attract and retain the very best students and to diversify both by gender and ethnic background, the student body, faculty, and staff.*
- *To serve as a cultural center for the community and to provide rich and varied continuing education opportunities.*
- *To continue seeking public and private support to enhance programs.*
- *To maintain its commitment to the assessment and master planning processes.*

## *UNIVERSITY OF NEVADA, RENO*

## *MISSION STATEMENT*

*The University of Nevada, Reno is a constitutionally-established, land-grant university. The University of Nevada, Reno served the State of Nevada as its only state-supported institution of higher education for almost 75 years. In that historical role, it has emerged as a doctoral-granting university which focuses its resources on doing a select number of things well. The University of Nevada, Reno offers a wide range of undergraduate and graduate programs, including selected doctoral and professional studies, which emphasize those programs and activities which best serve the needs of the state, region and nation. By fostering creative and scholarly activity, it encourages and supports faculty research and the application of that research to state and national problems. In performing its mission, the University of Nevada, Reno resolves to:*

- *Offer high-quality degree programs in the arts, sciences and in selected professions.*
- *Emphasize undergraduate, graduate and professional programs which meet the needs of the citizens of Nevada.*
- *Maintain a select number of doctoral and organized research programs.*
- *Offer a range of applied, interdisciplinary and career-oriented programs at both the undergraduate and graduate levels.*
- *Provide community and public service programs through continuing education and cooperative extension.*
- *Contribute to the advancement and dissemination of knowledge that will help to improve society at the state, regional and national levels.*
- *Reflect and respect the rich ethnic and cultural diversity of the citizens of Nevada in its academic programs, its support programs and in the composition of its faculty, administration, staff and student body.*
- *Reflect and respect the pattern of gender of the citizens of Nevada in its academic programs, support programs and in the composition of its faculty, administration, staff and student body.*

### *GOALS*

*In identifying goals, the University of Nevada, Reno has selected those which would be most supportive of its mission:*

*Continually improve the quality of teaching, research and public service activities.*

- *Recruit, develop and retain a faculty and staff of the highest caliber.*

- *Develop and maintain a graduate faculty under whose direction research; doctoral and professional programs will gain national stature.*

- *Ensure that the University's library, computing center and telecommunications systems will be able to provide the resources attendant to the needs of the instructional and research programs.*

- *Identify and support centers of excellence.*

- *Enhance the research and public service capabilities of the University through increased collaboration with both the public and the private sectors and by providing assistance to the state and local governments.*

*Develop a curriculum that is sensitive to change, but which places a special value on a liberal arts foundation.*

- *Assure that all students, either upon entering the University or upon admission to degree programs, have acquired basic verbal, oral, computational, analytical and computer skills.*

- *Provide all students with adequate and proper academic and career advising.*

- *Provide an opportunity for adults to upgrade their educational and professional backgrounds through continuing education courses and programs.*

*Provide an institutional environment supportive of the internal quality of campus life.*

- *Offer a full range of student and support services which complement the instructional process.*

- *Develop and maintain programs which recognize the valuable human resources provided by our students, faculty and staff.*

- *Maintain and utilize the physical plant at a level which enhances the programs and activities of the University.*

*Utilize resources efficiently and effectively through prioritized allocations and reallocations.*

- *Develop strategic planning processes, involving the entire University community, which can anticipate future opportunities and problems.*

- *Provide the flexibility to respond to new opportunities.*

*Develop the means to obtain funds from public and private sources that will provide the support required to achieve these goals.*

- *Maximize the use of private funds to provide a margin of excellence in designated program areas.*

## *THE DESERT RESEARCH INSTITUTE*

## *STATEMENTS OF VISION, MISSION, ROLE AND GOALS*

### *VISION STATEMENT*

*"By the year 2000, the Desert Research Institute will be the most comprehensive state environmental research and education organization in the nation, and perhaps the world, with over $50 million in annual revenues and 588 multidisciplinary faculty..."*

### *MISSION STATEMENT*

*The Desert Research Institute (DRI) is an autonomous, statewide, environmental research division of the University and Community College System of Nevada (UCCSN). DRI is a not-for-profit, full-time academic research organization which conducts basic and applied research at the state, national and international levels for effective management of environmental resources, for continued development of Nevada's economy and for providing increased educational opportunities for Nevadans.*

### *ROLE STATEMENT*

*The Desert Research Institute was established by an act of the Nevada Legislature in 1959 to conduct scientific research on topics of special relevance to the management of Nevada's environmental resources as well as on topics of national concern or intrinsic scientific interest. Chapter 242 of the Nevada Revised Statutes, under NRS 396.795 of the 1959 Legislature session, outlined DRI's intended purpose:*

a. *To foster and conduct fundamental scientific, economic, social or educational investigation and applied research for industry, governmental or private agencies or individuals.*

b. *To encourage and foster a desire for research on the part of students and faculty.*

c. *To discover and develop research talent.*

d. *To acquire and disseminate knowledge related to the projects undertaken and,*

e. *In general, to promote all the research objectives of the University and Community College System of Nevada.*

*Note: The word "System" was officially added to DRI's description in the NRS in 1969, and the Legislature adopted the Regents' most recent name change to UCCSN in the NRS in 1993.*

*DRI's research program originated around the general theme of arid land problems 34 years ago and has expanded to not only serve Nevada's statewide needs for environmental research, education and economic development, but national and international needs as well. DRI has grown to include five major centers: Atmospheric Sciences, Biological Sciences, Energy and Environmental Engineering, Quaternary Sciences and Water Resources. Environmental research is conducted in these centers by our 396 faculty, graduate students and staff located in three major science centers (Las Vegas, Reno and Stead), in the Boulder City Solar Energy Laboratory and the Laughlin Field Office. In the last 10 years, DRI's faculty have conducted environmental research in all but three of the 50 states and in 17 foreign countries.*

*DRI's identity as an autonomous, independent statewide research division of the University and Community College System of Nevada has enabled the Institute to respond uniquely, with flexibility and speed, to mobilize and deploy full-time researchers for long periods of time. Such deployments are needed to work on complex environmental projects in remote locations, often throughout the world.*

*DRI scientists of international stature provide a high caliber intellectual resource for the state's educational needs. Many of these scientists serve in supportive, complementary roles to the faculties and departments of Nevada's universities and community colleges at a fraction of the costs for regular teaching faculty. DRI's research professors teach undergraduate and graduate courses and oversee graduate student research. Over 108 courses were taught by DRI faculty at UNR, UNLV and the community colleges within the last five years. Over 50 UCCSN graduate students are supported annually through DRI "Assistantship" positions on environmental research projects which support their tuition and expenses. DRI conducts outreach programs to the public schools in Nevada that provide training for teachers in engineering, science and environmental technology.*

*DRI directly promotes economic development in Nevada by generating approximately $10 in out-of-state grant and contract funding for every dollar provided from the state general fund for the Institute's administration. This year the Institute will receive approximately $2 million in state support and has secured $18 million in non-state funds. The $18 million spent in Nevada will cause $63 million to circulate in Nevada's economy and will generate $2 million in tax revenue. If DRI's year 2000 "vision" is achieved, $175 million will annually circulate in Nevada's economy as a result of Institute research programs.*

*The Institute manages the Dandini Research Park in the University and Community College System and this park has sixty 2-4 acre sites for development which, when occupied over a 25-year period, will result in $5 billion circulating in Nevada's economy.*

## *INSTITUTE-WIDE GOALS*

1. *Conduct programs of basic research at the state, national and international levels to improve understanding needed for effective management of Nevada's environmental resources.*

2. *Conduct programs of applied research at state, national and international levels that will attract science, engineering and technology-based firms to Nevada and stimulate development of home-grown science, engineering and technology-based firms.*

3. *Support the acquisition of major national and international research programs throughout the University and Community College System of Nevada.*

4. *Facilitate the development and conduct of statewide programs of basic and applied research.*

5. *Support graduate research and teaching on the academic campuses.*

6. *Assist in the promotion of high-quality educational opportunities for Nevadans at the undergraduate, continuing education and K-through-12 levels in Nevada.*

7. *Promote acquisition of nationally and internationally recognized faculty and student researchers throughout the University and Community College System of Nevada.*

8. *Promote public understanding of the importance of strong programs of basic and applied research in the University and Community College System of Nevada.*

9. *Promote national and international awareness of the excellence of research and research education conducted throughout the University and Community College System of Nevada.*

# *INDEX OF DEGREES*

# University and Community College System of Nevada degrees offered by level, field and campus

| Programs by Major/Emphasis | UNIVERSITIES | | COMMUNITY COLLEGES | | | |
|---|---|---|---|---|---|---|
| | UNR | UNLV | CCSN | NNCC | TMCC | WNCC |
| **AGRICULTURE** | | | | | | |
| Agribusiness | B | | | | | |
| Agricultural Economics | M | | | | | |
| Agricultural Education | B | | | | | |
| Animal Science | B,M | | | | | |
| Biochemistry | B,M,D | | | | | |
| Environmental and Natural Resource Science | B | | | | | |
| Integrated Pest Management | M | | | | | |
| Ornamental Horticulture | | | C,A | | | |
| Plant Science | M | | | | | |
| Resource Management | M* | | | | | |
| Veterinary Science | B | | | | | |
| **BUSINESS** | | | | | | |
| Accounting | B | B,M | A | | A | A |
| Accounting Technician | | | | C | | C |
| Administrative Assistant | | | | | A | |
| Applied Accounting | | | | | | A |
| Banking | | | C | | | |
| Banking and Finance | | | A | | | C |
| Bookkeeping | | | C | | | |
| Business Administration | M | M | | C,A | | |
| Business Data Processing-Main Frame | | | A | | | |
| Business Literacy | | | | | C | |
| Business Management | | | C,A | | A | |
| Casino Management | | | C | | A | |
| Clerical Office | | | | | A | |
| Economics | B,M | B,M | | | | |
| Finance | B | B | | | | |
| General Business | | | | A | C,A | C,A |
| General Clerical | | | | C | | |
| General Office Administration | | | | C | | |
| General Secretarial | | | | C | | |
| Hospitality Administration | | D | | | | |
| Hospitality Science | | | | | C | |
| Hotel Administration | | B,M | | | | |
| Hotel Management | | | C | | A | |
| Hotel, Restaurant and Casino Management | | | C,A | | | |
| Human Resource Management | | B | | | | |
| Industrial Management | | | | | C | |
| Information Processing | | | | | A | |
| International Business | | | C | | | |
| Legal Office | | | | | A | |
| Legal Assistant | | | C,A | C | A | |
| Logistics Management | B | | | | | |
| Management | B | B | | | | A |
| Management Information Systems | | B | | | | |
| Marketing | B | B | | | A | |
| Marketing/Merchandising/Retail Management | | | A | | | |
| Medical Office | | | | | A | |
| Microcomputer Systems Technician | | | | | | C |
| Mid-Management | | | | | C,A | |
| Money and Banking | | | | | C,A | |
| Office Administration | | | C,A | A | C | A |
| Occupational Safety and Health | | | | | C,A | |
| Real Estate | | B | C,A | | C,A | A |
| Records Management | | | C | | | |
| Resort Management | | | C | | | |
| Resort Occupations | | | A | | | |
| Restaurant Management | | | C | | A | |
| Savings and Loan | | | A | | | |
| Secretarial and Clerical | | | | C | | |
| Small Business Management | | | | | A | |
| Word Processing | | | | C | A | C,A |
| **COMMUNICATIONS** | | | | | | |
| Communication Studies | | B,M | | | | |
| Communications | | | A | | | |
| Journalism | B,M | | | | | |
| Speech Communication | B,M | | | | | |
| **COMPUTER SCIENCES** | | | | | | |
| Computer Information – Applications | | | | C,A | | C,A |
| Computer Information – Programming | | | | | | C,A |
| Computer Information Systems | B | | | | C,A | |
| Computer Science | B,M | B,M,D | | | | |
| Computer Technology | | | | | C,A | |
| Computing and Information Technology | | | C,A | | | |
| Data Processing | | | | | C,A | |
| LAN Support and Administration | | | | | A | |
| Micro-Computer (Management Information System) | | | | | C,A | |
| Micro-Computer System Software Analysis | | | | | C | |
| Word Processing/Computer Applications | | | | C | | C,A |
| **EDUCATION** | | | | | | |
| Basic Literacy Education | | | | | C | |
| Early Childhood Education | | | | A | C,A | C |
| Child Development (Infant/Toddler) | | | C,A | | | |
| Child Development (Pre-School) | | | C,A | C,A | | |
| Child Development (Teacher Aide) | | | C,A | | | |
| Child Development (Teacher) | | | | | C | |
| Child Development (Director) | | | | | C | |
| Counseling & Educational Psychology | M,S,D | M | | | | |
| Curriculum and Instruction | S,P,D | | | | | |
| Educational Administration and Higher Education | | M,S,D | | | | |
| Educational Leadership | M,S,D | | | | | |
| Elementary Education | B,M | B | | | | |
| Elementary/Special Education | B | | | | | |
| Health Education | B | B | | | | |
| Instructional and Curricular Studies | | M,S,D | | | | |
| Postsecondary and Adult Education | | B | | | | |
| Professional Development | | P,D,D | | | | |
| Secondary Education | B,M | B | | | | |
| Special Education | B,M | B,M,S,D | | | | |
| Substance Abuse Counseling | | | | | | C,A |
| Teacher Certification | P | | | | | |
| Vocational Counseling | | M | | | | |
| **ENGINEERING** | | | | | | |
| Architecture | | B,M | | | | |
| Architectural Design | | | | | C,A | |
| Architectural Landscape Design | | | | | A | |
| Chemical Engineering | B | | | | | |
| Civil Engineering | B,M,D | B,D | | | | |
| Civil and Environmental Engineering | | M | | | | |
| Computer Engineering | | B | | | | |
| Electrical and Computer Engineering | | M | | | | |



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# University and Community College System of Nevada degrees offered by level, field and campus

| Programs by Major/Emphasis | UNIVERSITIES | | COMMUNITY COLLEGES | | | |
|---|---|---|---|---|---|---|
| | UNR | UNLV | CCSN | NNCC | TMCC | WNCC |
| Construction Engineering | P | | | | | |
| Drafting Technology | | | C,A | C | C,A | C,A |
| Electrical Engineering | B,M,D | B,D | | | | |
| Electronic Engineering Technology | | | C,A | | | |
| Electronics Service Technology | | | C | C,A | | |
| Electronics Technology | | | | | C,A | C,A |
| Engineering Drafting Technology | | | | | C,A | |
| Engineering Physics | B | | | | | |
| Geological Engineering | B,M,P | | | A | | |
| Machine Tool Technology | | | | | | C,A |
| Materials Science and Engineering | B | | | | | |
| Mechanical Engineering | B,M,D | B,M,D | | | | |
| Metallurgical Engineering | B,M,P,D | | | | | |
| Mining Engineering | B,M,P | | | | | |
| Mining Technology | | | | C,A | | |
| Residential Design | | | | | A | |
| **FOREIGN LANGUAGES** | | | | | | |
| Foreign Languages and Literatures | M | | | | | |
| French | B | B,M | | | | |
| German | B | B,M | | | | |
| Romance Languages | | B | | | | |
| Spanish | B | B,M | | | | |
| **HEALTH** | | | | | | |
| Athletic Training | | B | | | | |
| Cellular & Molecular Pharmacology and Physiology | M,D | | | | | |
| Clinical Laboratory Sciences (Med Tech) | | B | | | | |
| Dental Assisting | | | | | C,A | |
| Dental Hygiene | | | A | | | |
| Emergency Medical Technology (paramedic) | | | | | C | C |
| Environmental Science and Health | M,D* | | | | | |
| Fitness and Sports Management | | B | | | | |
| Gerontology | C | C | | | | |
| Health Care Administration | | B | | | | |
| Health Information Technology | | | A | | | |
| Health Physics | | B | | | | |
| Health Science | B | | | | | |
| Kinesiology | | B,M | | | | |
| Licensed Practical Nurse | | | C | | | C |
| Medical Laboratory Technology | C | | A | | | |
| Medical Records Technology | | | | | C | |
| Medical Sciences | B | | | | | |
| Medical Transcription | | | C | | | |
| Medicine | P | | | | | |
| Nursing | B,M | B,M | A | A | A | C,A |
| Nursing Assistant | | | | | | C |
| Optional Practical Nursing Preparation | | | | | | C |
| Paramedic Medicine | | | A | | C | |
| Pharmacy Technician | | | C | | | |
| Physical Education | B,M | B | | | | |
| Physical Therapist Assistant | | | A | | | |
| Physical Therapy | | M | | | | |
| Pre-Dentistry | BX | BX | | | | |
| Pre-Medicine | BX | BX | | | | |
| Pre-Optometry | BX | BX | | | | |
| Pre-Pharmacy | BX | BX | | | | |
| Pre-Physical Therapy | BX | BX | | | | |

| Programs by Major/Emphasis | UNIVERSITIES | | COMMUNITY COLLEGES | | | |
|---|---|---|---|---|---|---|
| | UNR | UNLV | CCSN | NNCC | TMCC | WNCC |
| Radiologic Technology | | B | | | A | |
| Recreation | B | B | | | | |
| Speech Pathology | B,D | | | | | |
| Speech Pathology and Audiology | M | | | | | |
| Sport and Leisure Services Management | | M | | | | |
| **LAW** | | | | | | |
| Judicial Studies | M | | | | | |
| Pre-Law | BX | BX | | | | |
| **LETTERS** | | | | | | |
| English | B,M,D | B,M,D | A | | | |
| Teaching of English | M | | | | | |
| Teaching of English as a Second Language | M | | | | | |
| **LIBERAL/GENERAL STUDIES** | | | | | | |
| Arts | | | A | A | | A |
| General Studies | B | | A | A | C,A | A |
| General Transfer | | | A | | | |
| Liberal Studies | | B,M | | | | |
| Science | | | A | A | | A |
| **LIFE SCIENCES** | | | | | | |
| Biochemistry | B,M,D* | | | | | |
| Biology | B,M* | | | | | |
| Biological Sciences | | B,M,D | | | | A |
| Cellular and Molecular Biology | M,D | | | | | |
| Human Development and Family Studies | B,M | | | | | |
| Ecology, Evolution & Conservation Biology | D* | | | | | |
| Human Ecology | B | | | | | |
| Nutrition | B,M | | | | | |
| **MATHEMATICS** | | | | | | |
| Mathematics | B,M | | | | | A |
| Mathematical Sciences | | B,M | | | | |
| Teaching of Mathematics | M | | | | | |
| **MULTI/INTERDISCIPLINARY STUDIES** | | | | | | |
| Asian Studies | | B | | | | |
| Basque Studies | D | | | | | |
| Environmental Studies | | B | | | A | |
| Film Studies | | B | | | | |
| Interdisciplinary Studies | | B | | | | |
| Interior Design | B | | | | | |
| Land Use Planning | M | | | | | |
| Women's Studies | | B | | | | |
| **PHILOSOPHY & THEOLOGY** | | | | | | |
| Ethics and Policy Studies | | M | | | | |
| Philosophy | B,M | B | | | | |
| **PHYSICAL SCIENCE** | | | | | | |
| Applied Physics | | B | | | | |
| Atmospheric Science | M,D* | | | | | |
| Chemical Physics | D | | | | | |
| Chemistry | B,M,D | B,M | | | | |
| Earth Sciences | | B | | | | |
| Geochemistry | D | | | | | |
| Geography | B,M | | | | | |
| Geology | B,M* | B | | A | | |
| Geology and Related Earth Sciences | D | | | | | |
| Geophysics | B,M,D | | | | | |
| Geoscience | | M* | | | | |
| Geotechnical Science | | | | A | | |

# University and Community College System of Nevada degrees offered by level, field and campus

| Programs by Major/Emphasis | UNIVERSITIES | | COMMUNITY COLLEGES | | | |
|---|---|---|---|---|---|---|
| | UNR | UNLV | CCSN | NNCC | TMCC | WNCC |
| Hydrology | B,M,D | | | | | |
| Hydrology & Hydrogeology | M,D | | | | | |
| Hydrogeology | M,D* | | | | | |
| Physical Science | | | | | | A |
| Physics | B,M,D* | B,M,D | C | | | |
| Science | | M | A | | | |
| Science and Education | | PDD | | | | |
| Water Resources Management | | M* | | | | |
| **PUBLIC AFFAIRS AND PROTECTIVE SERVICES** | | | | | | |
| Corrections | | | | A | A | C,A |
| Criminal Justice | B | B,M | C,A | A | C,A | C,A |
| Fire Prevention Specialist | | | | | | C |
| Fire Science Management | | | A | | | C |
| Fire Science Technology | | | C,A | | C,A | C,A |
| Hazardous Material Technician | | | | | | C |
| Juvenile Justice | | | | | A | C,A |
| Law Enforcement | | | | | | C,A |
| Military Occupations | | | | | A | |
| Private Security | | | | | A | |
| Probation and Parole | | | C,A | | | |
| Public Administration | | B,M | | | | |
| Public Administration and Policy | M | | | | | |
| Wildlife Firefighting Specialist | | | | | | C |
| **SOCIAL SCIENCES** | | | | | | |
| Anthropology | B,M,D* | B,M* | | | | |
| History | B,M,D | B,M,D | | | | |
| International Affairs | B | | | | | |
| Psychology | B,M,D | B,M | | | | |
| Political Science | B,M,D | B,M | | | | |
| Social Psychology | D | | | | | |
| Social Sciences | | | A | | | |
| Social Work | B,M | B,M | | | | |
| Sociology | B,M | B,M,D | | | | |
| **TRADE AND INDUSTRIAL** | | | | | | |
| Auto Body Service | | | | | C,A | |
| Air Conditioning | | | C,A | | | |
| Automotive Mechanics | | | | C,A | C,A | C,A |
| Automotive Technician | | | | A | | |
| Automotive Technology | | | C,A | C,A | A | |
| Building Technology | | | C,A | | C,A | |
| Building Trades | | | | | C,A | |
| Culinary Arts | | | C | | C,A | C |
| Diesel Technician | | | | C,A | | |
| Drafting Technology | | | | C,A | | C,A |
| Environmental Control Technology | | | | | A | |
| Environmental Restoration Technology | | | C,A | | | |
| Food Service Technology | | | | | C,A | |
| Heavy Equipment Mechanics | | | | C,A | C,A | |
| Industrial Management | | | | | C | |
| Mechanical Drafting | | | | | C,A | C |
| Mechanical Technology | | | C,A | | | |
| Mill Maintenance | | | | C,A | | |
| Refrigeration/Air Conditioning | | | | | C,A | |
| Solar Energy Technology | | | | | C,A | |
| Technical Arts | | | | C | | |
| Welding | | | C,A | C,A | C,A | C,A |

| Programs by Major/Emphasis | UNIVERSITIES | | COMMUNITY COLLEGES | | | |
|---|---|---|---|---|---|---|
| | UNR | UNLV | CCSN | NNCC | TMCC | WNCC |
| **VISUAL AND PERFORMING ARTS** | | | | | | |
| Art | B | B,M | | | | |
| Dance | | B | | | | |
| Graphic Arts – Design | | | C,A | | C | |
| Graphic Arts – Print Production | | | C,A | | C | |
| Fine Arts | | | A | | | |
| Music | B,M | B,M | | | | |
| Music – Applied | B | | | | | |
| Music (Piano Pedagogy) | | | | | | C |
| Music/Dance | | M | | | | |
| Music Education | B | | | | | |
| Musical Theatre | | B | | | | |
| Theatre | B | | | | | |
| Theatre Arts | | B,M | | | | |

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# INDEX OF DEGREES OFFERED: UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA

The following index contains a listing of all degrees presently offered by the campuses of the University and Community College System of Nevada, classified by level of degree, academic field, and campus.

- University of Nevada, Reno
- University of Nevada, Las Vegas
- Community College of Southern Nevada
- Northern Nevada Community College
- Truckee Meadows Community College
- Western Nevada Community College
- Desert Research Institute
  (in collaboration with other campuses)

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